



Employing Feedback Training to Bolster the Quality of Peer-Feedback Flowing to Student Teachers

Eric Hougan

Central Washington University

Problems of Practice

Student teachers report feeling they receive inadequate supervision and feedback

(Buck, Morsink, Griffin, Hines, & Lenk, 1992)

“...[Student teachers] hoped for some suggestions and feedback, but they learned to be satisfied with very little”

(Borko and Mayfield, 1995, p. 515)

Research Questions

R1: From the student teachers’ perspective, **how does the intervention design** (software tool and feedback training) **affect**, and in what ways, **opportunities to feedback**? What is the nature of their feedback?

R2: In employing design-based methodology, **what surprises, challenges, lessons**, or combinations thereof, **arose when adopting the software as part of the feedback workflow**?

Interventions

- TeachSpark software
- Feedback capacity training
- Social networking activities

Study Response

Case-study methodologies

Design-based methodologies

- “Extend application of effective feedback techniques” (Scheeler, McAfee, Ruhl, & Lee, 2006, p. 405)
- Dual commitment of theoretical and practical improvement (Sandoval, 2013)

Social network analysis methodologies

Research Design

Participants: 8 students teachers (n=8); n=12 with analytics software

Data collection

- 30 semi-structured interviews
- Documents and analytics
- Observations

Findings – Get What you Ask For

Prior to intervention...

- Lacked feedback capacity to advocate for specific feedback, e.g. “**Comment please.**”
- Feedback viewed as low-quality, e.g. “**Great lesson plan**”

Findings

After intervention...

I put together a Shape Journal for one of my activities for a math lesson, and I was a little concerned that it was developmentally too high for kindergarten, and so I put it up on TeachSpark and was able to just say, ... I'd just like to know if you feel this is appropriate for that age group. – **Example of specifying feedback needs**

Response to feedback...

Feedback “**was on target.**” She went further by saying, “**She answered the questions I had.**”

Response to intervention...

I think it just made it very clear what I was looking for or what someone else was looking for, so **the feedback I got was always relevant to what I really wanted to know**, and then when I was giving feedback, it gave me an idea of what to be looking for in a document or to answer questions

Conceptual Framework

